



## 2016-2017 Pupil Premium Spending Impact

Based pupil census Spring 2017, there are 212 pupils who qualified for Pupil Premium in 2016/17 which is 43% of the total number on role. This is 16.7% greater than the national average (our deprivation indicator is twice as high as National. The total amount of grant awarded was £249,480. There is no significant difference in attainment between PP and non-PP pupils in general across the academy. However, the following trends emerge when considering pupil progress:

**Key Stage One:** Pupil Premium progress was broadly in line with all pupils in writing and maths.

**Key Stage Two:** All pupil premium outcomes were above national progress and attainment results.

Although average scaled scores were marginally higher amongst non-pupil premium students, progress was 9 points higher for Pupil premium. There were more non-pupil premium children achieving the higher standard at KS2 testing. (Aspire Dashboard 2017)

Amount	Focus	Rationale	Expected Impact
£37,000	DIRT Intervention HLTA x2	A group of pupils who didn't fully understand their work in class were falling behind.	Pupils are identified early and intervention put in place so that they do not fall behind in learning
£5,000	After school clubs	Although open to all, teachers signposted focus PP children to attend	Balance bikes, sporting, creative, dramatic and technological opportunities and experiences
£15,000	Breakfast clubs	A significant proportion of PP were coming to school without having eaten breakfast.	Pupils demonstrated improved focus and concentration in school
£32,000	SLT Time	SLT time was used to monitor and quality assure the progress of pupil premium children. This includes termly progress reviews with each class teacher, professional training and development for practitioners and small group coaching and teaching for focused pupils	Gaps in learning are identified, addressed and reduced at an earlier point in the educational career.
£4,000	SAT's booster groups	Data and monitoring identified PP pupils across the year – additional support in smaller classes (taught by lead teachers and SLT) to prepare and expose children to SATs expectations and examples	Significant progress gains, evidenced through SATs achievements and internal monitoring
£4,180	Trust network support	Key members of staff are released to attend trust networks to share and develop pioneering strategies for boosting	Children receive quality interventions and support

		attainment and the experiences of PP children	
£12,000	Whole school action research	All staff members were tasked with identifying areas of practice that could be improved – time was provided for Action Research projects to trial innovative solutions and approaches	Teaching and learning of small groups/key children received specialist sessions and benefitted from targeted interventions
£1,200	Mini bus staffing	A proportion of PP children have additional needs – the minibus is used to ensure that all educational visits are accessible	Trips, experiences and the overall curriculum is inclusive
£3,800	NQT Mentor	Good quality first teaching is the key to all attainment in school	Working closely with CETT, continuity provides support and guidance throughout first years of teaching
£7,000	Attendance staffing	Attendance is a key issue with PP children and we understand that this is the first step in raising attainment	Children are in school and ready to learn
£63,000	Additional staffing costs	Inclusion teaching, EAL support and smaller class/group teaching: research evidence shows that the most effective strategy for raising pupil attainment is high quality focused teaching.	Attainment gaps are identified and addressed at an earlier point in their educational career.
£4,400	Educational/Nicer visits	The core value of our NICER curriculum is to provide purposeful learning opportunities for children – this translates into powerful writing and improved understanding of the world.	Pupils can make links with their local community and the greater world around them. Clear evidence exists in the quality of talking and writing demonstrated after trips.
£10,000	Everybody write days	Follow-up events based on visits or staged events in school.	As above.
£7,000	Ballot Street Spice enterprise	This purposeful business enterprise provides realistic opportunities for children to experience and demonstrate entrepreneurial skills and can support cross-curricular attainment.	Realistic opportunities for children to research, produce, package, market and sell products, increases engagement and raises attainment.
£9,000	Technology	Educational games and devices updated to ensure that current software/hardware is utilised	Increased access to devices, (in school and at home), allows for flipped learning opportunities and purposeful class/home learning
Total pupils	499	Total number eligible for PP funding:	212

<b>Barriers to future attainment (for pupils eligible for PP)</b>
1. High % of EAL pupils who need additional language support
2. High % of pupils from social economic backgrounds who do not have access to rich learning experiences outside of school
3. High % of pupils who come to school hungry and not prepared for learning

<b>Deprivation</b>			
<b>FSM</b>		<b>Deprivation indicator</b>	
National	25.8%	National	0.2
VPA	42.5%	VPA	0.4
Diff	+16.7%	Diff	+0.2

<b>% Achieving expected standard: Reading, writing (TA), maths</b>					
<b>VPA</b>	<b>LA</b>	<b>Similar</b>	<b>National</b>	<b>Outstanding</b>	<b>Difference to NA</b>
64.5%	55.2%	58.6%	61.0%	59.3%	3.5%